
Citation:

Stapleford, KE and Caldwell, E and Tinker, A (2017) Analysing the one-to-one tutorial: A conversation analysis approach. In: ALDinHE The Learning Development Conference, 10 April 2017 - 12 April 2017, University of Hull.

Link to Leeds Beckett Repository record:

<https://eprints.leedsbeckett.ac.uk/id/eprint/4117/>

Document Version:

Conference or Workshop Item (Published Version)

Creative Commons: Attribution 4.0

The aim of the Leeds Beckett Repository is to provide open access to our research, as required by funder policies and permitted by publishers and copyright law.

The Leeds Beckett repository holds a wide range of publications, each of which has been checked for copyright and the relevant embargo period has been applied by the Research Services team.

We operate on a standard take-down policy. If you are the author or publisher of an output and you would like it removed from the repository, please [contact us](#) and we will investigate on a case-by-case basis.

Each thesis in the repository has been cleared where necessary by the author for third party copyright. If you would like a thesis to be removed from the repository or believe there is an issue with copyright, please contact us on openaccess@leedsbeckett.ac.uk and we will investigate on a case-by-case basis.

Analysing the One-to-One Tutorial: a Conversation Analysis Approach

Katharine Stapleford
Dr Elizabeth Caldwell
Dr Amanda Tinker

ALDinHE Conference
University of Hull
10-13 April, 2017

Group Task

What does a 'good' academic skills tutorial look like?

How did you learn to tutor?

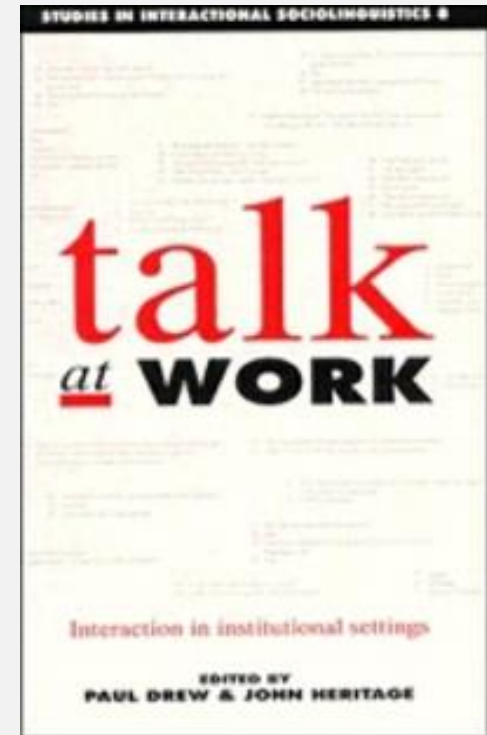
What are we ultimately trying to achieve?

Background to Project



Conversation Analysis (CA)

- Talk in interaction (institutions) from sociology
- Dynamic context
- Comparative/distinctiveness
- Sequencing/turn-taking
- Turn activity and design
- Lexical choice and formulation
- Detailed linguistic analysis
- Drew and Heritage (1992); Sidnell (2010); Sidnell and Stivers (2013)
- Little CA of academic skills tutorials



Transcript Analysis

- Groups of 4
- Examine extracts to explore:
 - Rapport building
 - Questioning
 - Roles, boundaries and negotiation
 - Empowerment and autonomy
 - ‘Correction’ and feedback strategies
- Values and Principles (Newcastle University)

Regroup and Share

- Share discussion from your previous group
- Reflect on implications for practice
- Feedback to whole group

Preliminary Project Findings

- Overall structure and sequence
- Question formulation and reformulation
- Preference
(Schegloff, 1988; 2007)
- Advice giving
- Affective aspects (rapport, confidence, autonomy building)

Establishing rapport &
prior knowledge
Negotiating goals
Practicalities

Questioning / eliciting
Formulation
Correction
Re-building rapport
Directive input
Modelling academic
behaviours

Summary
Arranging appointments
General chit chat

General Reflections

- How typical are these examples?
- Defining features?
- Anything missing?
- Would this be useful for Continuing Professional Development?

Bibliography

Drew, P. & Heritage, P. (1992). *Talk at work*. Cambridge: Cambridge University Press.

Sidnell, J. (2010). *Conversation analysis: an introduction*. Oxford: Wiley-Blackwell.

Sidnell, J. & Stivers, T. (2013) *The handbook of conversation analysis*. Oxford: Wiley-Blackwell.